Formative Assessment Task

2nd Grade: Measurement and Data

### 2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

**Materials:**

1. One 1-foot ruler per child.
2. One sticky note per child.
3. Drawing of a Single Loop Venn Diagram on the chalkboard or chart paper.

**Directions:**

1. Give each student a one-foot ruler with inches on one side of the ruler and centimeters on the other side. Also give each student a sticky note. They will need a pencil.
2. Present a 1-minute challenge to the class: Find as many items in the room as you can that have the length of 2 inches. (Repeat for any length inches or centimeters.)
3. Students will write the item they found on their sticky note along with their name.
4. While students are searching for their 2-inch items, the teacher will draw a Single Loop Venn Diagram (a circle) on the chalkboard.
5. Students who found their 2-inch item in their school box will place their sticky note inside the circle. Students who found their 2-inch item outside their school box will place their sticky note outside the circle.
6. Teacher will lead a discussion about the types of items that are smaller/larger than 2 inches.

**Considerations:**

* Observe if the student lines up the end of the object with the end of the ruler (or an appropriate beginning measuring mark on the ruler).
* Observe that student correctly uses the inch side of the ruler what asked to measure inches and the centimeter side when asked to measure centimeters.
* Teacher will observe student items that they posted on the Venn Diagram. This is a good opportunity to ask data questions related to the posted sticky notes. Teacher will collect the student sticky notes to check for understanding.

|  |
| --- |
| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |